



Curriculum Overview

Year 1 Autumn Term

Subject	Content
Religious Education	<p>Creation</p> <ul style="list-style-type: none">• recognise different parts of the creation story• know the story of St. Francis of Assisi <p>Families and Celebrations</p> <ul style="list-style-type: none">• understand that Mass is an important celebration of God's family• describe different words, gestures and actions that take place during Mass <p>Prayer</p> <ul style="list-style-type: none">• identify a range of things to include in their personal prayers <p>Advent</p> <ul style="list-style-type: none">• understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesus• understand that Advent is a time of joy and take part in a special liturgy to celebrate this season
Literacy	<p>Phonics: Phase 3 and 4 of Letters and Sounds</p> <p>Reading:</p> <ul style="list-style-type: none">• decode unfamiliar words• recognise and read the first 100 high frequency words• begin to use punctuation in reading <p>Writing:</p> <ul style="list-style-type: none">• use knowledge of letters and sounds to assist in writing 'words' even if only identifying first sound and then using this to 'read' to adult. e.g. l w to the p (I went to the park)• Write <u>words</u> with <u>finger spaces</u> <p>Final written outcomes:</p> <p>Information texts. Plan their writing by:</p> <ul style="list-style-type: none">• Sorting books according to whether they are fiction/ non-fiction

	<ul style="list-style-type: none"> • Understanding how to find information in a non-fiction book • Understanding the difference between a label and a caption • Identify questions and understand that they are demarcated with question marks. <p>The senses. Plan their writing by:</p> <ul style="list-style-type: none"> • Writing adjectives and descriptive phrases to describe what can be seen in a picture • Understanding that we can make lines of a poem rhyme <p>Fairy stories. Plan their writing by:</p> <ul style="list-style-type: none"> • Understanding what a traditional tale is and identify characters • Using drama to investigate characters and events • Using <i>and</i> or <i>but</i> to form compound sentences • Writing a list of adjectives to describe a character <p>Letters. Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying features of letters and postcards • Writing sentences to give key facts. • Using correct sentence punctuation. • Composing and writing sentences which are statements, exclamations and questions. <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • write the corresponding sounds to all 26 letters of the alphabet • write 'on the line' • letter 'size' – tall letters tall and small letters small • begin to use capital letters and full stops in writing
<p>Mathematics</p>	<p>Number, place value and rounding</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1 • count, read and write numbers to 100 in numerals

	<ul style="list-style-type: none"> • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p>Measurement</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> • - lengths and heights [for example, long / short, longer / shorter, tall / short, double / half] • - mass or weight [for example, heavy / light, heavier than, lighter than] • - capacity / volume [for example, full / empty, more than, less than, half, half full, quarter] • recognise and use language relating to dates, including days of the week, weeks, months and years <p>Addition and subtraction</p> <ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as $7 = \square - 9$ <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry: position and direction</p> <ul style="list-style-type: none"> • describe position, direction and movement
Science	<p>On-going practical scientific methods processes and skills throughout the year:</p> <ul style="list-style-type: none"> • ask simple questions • observe closely using simple equipment • perform simple tests Identify and classify • use observations and ideas to suggest answers to questions • gather and record data to help answer questions <p>Biology: Animals and humans</p> <ul style="list-style-type: none"> • identify and name-including amphibian, reptile,

	<p>vertebrate, invertebrate</p> <ul style="list-style-type: none"> • name: carnivores, omnivores, herbivores • identify and name body parts <p>Chemistry: Every day materials</p> <ul style="list-style-type: none"> • distinguish between objects and materials • identify and name materials • simple properties of materials • compare and group materials • learn about the work of a scientist e.g. Macintosh, McAdam, Dunlop <p>Physics: Seasonal changes, an on-going topic throughout the year</p> <ul style="list-style-type: none"> • apparent movement of the sun • changes over seasons • weather- and day length change
Computing	<ul style="list-style-type: none"> • find and use pictures on the web • know what to do if you encounter pictures that cause concern • group images on the basis of binary (yes/no) • sort pictures according to some criteria • understand that programmable toys can be controlled by inputting a sequence of instructions • program a toy to follow an algorithm • debug their program
Creative Curriculum:	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle)</p>

	<p>Autumn 1: Community Main focus: Music Shopping Sounds We will explore and combine instruments to represent everyday shopping sounds and perform to an audience</p> <ul style="list-style-type: none"> • can recognise the difference between sound sources • is developing more control when playing percussion instruments • can perform as a group while following instructions that combine musical elements • can sing with a growing awareness of pulse and rhythm <p>Autumn 2: Celebrations Main focus: Design Technology We will explore different kinds of puppets and use the ideas to design and make our own puppet</p> <ul style="list-style-type: none"> • can experiment and develop ideas about the suitability of materials for a task • can draw around and cut out template for a pattern • can join together material using gluing, taping and simple stitches • can evaluate their product and the materials used in relation to its purpose
Physical Education	<p>Dance:</p> <ul style="list-style-type: none"> • explore basic body actions • begin to make single movements and combine movements using different parts of the body • practise moving expressively and clearly • try to choose movements that reflect the dance idea • with help, remember, repeat and link movement phrases and dances • recognise when they feel out of breath when dancing • recognise and describe some body actions and some expressive and dynamic qualities of movements <p>Striking and Fielding</p> <ul style="list-style-type: none"> • use skills with control and reasonable accuracy • hit a stationary ball and retrieve and throw it when fielding • use skills and tactics in games • come up with sensible solutions, given time to think about their actions • carry out practices to improve their work and understand why they are useful
PSHE	<ul style="list-style-type: none"> • begin to describe how needs are different from wants

	<ul style="list-style-type: none">• identify and names some feelings and expresses some of their own positive qualities• begin to share their views and opinions (for example talking about fairness)• set themselves simple goals (for example sharing toys)• describe some of the groups and communities they belong to and recognises that people in their communities are different
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